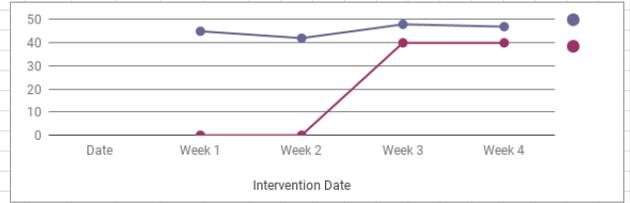


Student Intervention Plan			
Student Name: John	Grade Level: 4	Intervention Teacher/Other Specialists: Miss Smith	
Classroom Teacher: Miss Jones	Date: 01/19/2017	Intervention Time/Group: 4 weeks/ 2x a week/20 minutes	

Data Collection	Student Strengths	Targeted Goals	Targeted Intervention			
Attach samples and check all that apply:	Based on the data collection, this student can:	Based on the data collection, the following learning goals have been identified (be concrete and measurable):	Intervention Design	Assessment Used	Start Date	Estimated # of Sessions
MATH		1. The student will independently add and subtract basic facts accurately 90% of the time after 4 weeks of small group instruction with the ASI teacher twice a week for 20 minutes each session. The student will complete 50 mixed addition and subtraction facts with unlimited time.	ASI teacher will reinforce and review addition and subtraction strategies such as counting on, counting back, and touch math with student. Flash cards, fact games, and fact practice worksheets will be utilized for practice. Facts will not be timed until the teacher feels the students are becoming fluent using the strategies.	pearson asse	1/19/17	8 sessions
Independent Practice		The student will independently multiply two digit by two digit numbers accurately 85% of the time after 4 weeks of small group instruction with the ASI teacher and classroom teacher twice a week for 15-20 minutes each session. The student will get 5 multiplication problems to complete.	ASI teacher will reinforce and review multiplication strategies and the process of multiplying multi digit numbers. Flash cards, fact games, and fact practice worksheets will be utilized for practice. Students can use their brain book to assist with multiplication facts.	r created asse	3/17/17	8 sessions
x Fluency Test	Identify numbers, add	3.				
Quick Check						
Topic Test						

Progress Monitoring Data									
	Date	Week 1	Week 2	Week 3	Week 4				
Benchmark Test									
x STAR Math	Goal 1	45	42	48	47				
READING/WRITING	Goal 2	0	0	40	40				
F&P Benchmark	Goal 3								



Reflection	Did the student achieve the goal? Was it within the estimated timeline? If not, why? What attributed to the student's success or struggle? What adjustments were made during the intervention? Were those adjustments successful? Has the student achieved the grade level standard for this skill? What additional goals need to be written, if any? What are the next steps for this student on this goal?
Goal 1	John achieved the goal with 91% accuracy within the 4 week estimated timeline. He is able to identify the touch points for numbers 0-9. He was able to add and subtract using the touch points within 10. At times, the student still uses his fingers to add and subtract and isn't always accurate. He is more successful using the touch points. We spent more time than anticipated labeling the touch points. I thought it was beneficial that we spend extra time learning the touch points so in turn, the student can add and subtract using them. He was given untimed assessments. Adding and subtracting single digits is a 1st and 2nd grade skill. He now needs to move on to adding and subtracting larger numbers while continuing the touchpoints.
Goal 2	John did not achieve his goal in the estimated timeline. He does not know his basic facts but was provided a multiplication chart to assist. He struggles with the process of multiplying two digit numbers. With assistance, he can answer questions regarding the process. He was more successful when there was a review of the skill immediately before he completed it independently. If it was reviewed the day before, he has a hard time retaining the skills and being successful independently.
Goal 3	

Recommendation	This may be written at the end of the year, or at the end of the intervention. What is the recommendation for this student? Will the student return to the classroom to receive only classroom instruction (Tier 1)? Will the student be recommended for a different intervention or tier of support?
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The I&RS committee recommends referring Amarie to the Child Study Team. He has been receiving intensive instruction 1-1. He was also in ESL and ASI. While he has made some small gains, there is still very minimal growth. His growth is not progressing at the typical rate of a 4th grade student.